

Acceptability and Quality Level of the Developed Reading Module Entitled “Read to Learn, Save the World”: An Instructional Material Used for S.Y. 2014-2015 to S.Y. 2015-2016

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Abstract

Reading with fluency allows students to retain information with accuracy, expression and increased speed. The quantitative method of research was used in the quest for answer. Frequency and percentage were used to determine the acceptability of the reading module. The researcher used this scale: Excellently Acceptable (5), Very Satisfactorily acceptable (4), Satisfactorily Acceptable (3), Fairly Acceptable (2) and Poorly Acceptable (1). The same scale applies to find out the quality level. The primary sources of data were the Grade VI teachers representing at least 30% of the schools per district. This surpassed the ideal 20% population when using random sampling. These schools could be central, big and small schools chosen randomly thru a fish bowl technique. Findings reveal that the reading module is “excellently acceptable” as evinced by a frequency of 11 or 58% of the respondents. Furthermore, 5 or 26% evaluated the material as “very satisfactorily acceptable”. Findings also indicate that the reading module is “very satisfactorily acceptable” in terms of usability and adoptability with great considerations on its content, style and instructions. As to the content, style and instructions of the reading module, it reached the “very satisfactory” quality level with a total mean score ranging from 4.27, 4.326 and 4.37, respectively. This study, conversely, concludes that the reading module has met the quality and applicability standards set forth concerning instructional material development. Taking into account the turn-out of this masterpiece, the researcher recommends that this instructional be mass-produced to partially if not totally solve the issues on instructional material scarcity thereby improve the reading performance of the pupils.

Keywords: Acceptability, Quality Level, Reading Module, Instructional Material, Reading Performance

I. Introduction

Instructional materials are aids in the learning process such as pictures, charts, big books, reading modules, concrete objects even the use of multi-media to make teaching practically meaningful and real (Stariba) [1]. In the study of (Mendoza) [2], this refers to the teaching aid she used to determine the reading level of the Grade V & VI multigrade pupils in Barcelona District, Province of Sorsogon. The reading level includes literal, interpretive, critical and applied level of reading.

Ozdemir [3] stressed that reading is fundamental in getting knowledge as all the lessons and learning activities are mostly based on the power of comprehensive reading; indeed,

it is really necessary to read comprehensively. In addition, reading comprehensively really affects a learners' education and his life as a whole. Learning in any lesson depends on understanding of the learning instrument of that lesson; thus, a learner who cannot read comprehensively finds it difficult for him/her to be successful in his or her lessons.

Furthermore, Ono [4] emphasized that reading has the potential to help English language learners become better readers and make improvements in other aspects of their English skills.

The importance of reading comprehension is emphasized in the education community; however, everyone may not realize how important reading actually is. Although strong reading skills can help students do well in language arts and reading class, that is only the beginning. Students have to use reading skills in every single subject they ever study and in almost every aspect of life. It is so sad to note that students who struggle with reading comprehension may fall so far behind in school that they have limited opportunities as an adult.

In effect, pupils/students nowadays have already been exposed to different ideas, people and products; and viewpoints increase as rapidly as the changes in the society. Just about everyone in the Philippines knows how to read.

As a nation, almost everybody enjoys a high rate of literacy. Unfortunately however, not every Filipino is a good reader who can derive meaning from a written material and go on to analyze and apply that meaning. Thus, readers who can only read facts and nothing more can never be called good readers.

A student, who can read comprehensively, is likely to be successful in all his or her lessons. In mathematics lesson, when a learner encounters with a problem, understanding this problem can help him/her to solve the problem. It is known that in the Philippines, the university and high school entrance examinations have mostly questions based on testing learners' ability whether they can read comprehensively and can come up with new interpretations by making analysis and synthesis on the given data in the many research tasks.

Teachers, on the other hand, have a very important role to play in helping their students get most out of reading

and become good readers. They need to introduce to them extensive reading and provide them essential guidance as they read comprehensively. While teaching reading comprehension, teachers must always keep in mind that the goal is to let the students understand what the author tries to drive at.

II. Brief Review of Related Literature

According to Barrett [5], reading with fluency allows students to retain information with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. As students become fluent readers, they will spend less time trying to decipher the meaning of words and more time considering the overall meaning of the sentences. Over time, fluent readers will develop the ability to insightfully respond to a text.

Similar view is coined by Heilman [6] who presupposes that beginning readers often rely on skilled readers to guide them through a text. However, as readers develop, they will be able to monitor their own reading comprehension. Students can actively guide their own reading by targeting comprehension problems as they occur. Students can troubleshoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text.

The foregoing views of the authors link with the idea also of Alcantara [7] who posits that students can actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Students will also be able to identify literary devices and their effect on the text. Having critical thinking skills help to deepen a student's comprehension of a text, resulting in a positive reading experience.

Likewise, according to Villamin [8] there are four levels of comprehension. The first level is the literal which means reading lines, getting the information drift, answering questions on: who, what, where and when. The second level is the interpretive or reading between the lines, combining information and making inferences and comprehending them. In this level, the reader will answer the how and why questions. The third level is the applied or reading beyond the lines, using information to express opinion and form ideas and involves application. The fourth level is the critical level where the reader will answer an open-ended question regarding the behavior of the minor or major character and the style of presentation.

In the same vein, Gray [9] affirms that there are other factors that influence the reading activity. These are comprehension, concentration, memory and personality. The teacher factor must be considered also in the reading process. The teacher chooses her subject and the instructional materials to be used for the students. The foregoing authors stress that the students may do better in reading with proper concentration, quick memory and optimistic personality

III. Research Objectives

This basic research aimed to provide answers to the acceptability of the reading module entitled "Read too Learn, Save the World". The quality level based on the over-all score on the evaluation sheet of the reading instructional material in terms of content and style. Instructions and usability had also been looked into by the researcher.

Specifically, it yielded answers to the following questions:

1. What is the acceptability of the reading module?
2. What is the quality level based on the checklist of applicability and quality in terms of:
 - a. content
 - b. style
 - c. instructions
3. What recommendations may be given based on the findings?

IV. Scope and Limitations

This masterpiece was confined at determining the acceptability of the reading module entitled "Read too Learn, Save the World". The over-all score on the evaluation of the reading instructional material in terms of content, grammar, style and usability had also been looked into by the researcher.

Grade I –V English teachers were not considered as respondents in the quest for answer. It is, therefore, merely limited at providing the acceptability and quality level based on the evaluation sheets and questionnaires distributed.

V. Research Methodology

The quantitative method of research was used in this quest for solution. Frequency was used to determine the acceptability and quality level of the reading module. The researcher used the ff. scale: **Excellent Acceptable** (5), **Very Satisfactorily acceptable** (4), **Satisfactorily Acceptable** (3), **Fairly Acceptable** (2) and **Poorly Acceptable** (1). The same scale applies to find out the quality level.

a. The Sampling

The primary sources of data were the Grade VI teachers representing at least 30% of the schools per district to ensure high reliability and validity of the research work. This surpassed the ideal 20% population when using random sampling. These schools could be central, big and small schools chosen randomly thru fish bowl technique. The remaining percentages of non-respondent schools were considered far from the school of the researcher. This was deemed helpful for easy retrieval of the evaluation sheet and reading module itself.

Table A
The Respondents

District	No. of Teacher Respondents
Sorsogon East District	4
Sorsogon West District	6
Bacon West District	5
Bacon East District	4
$\Sigma = 19$	

b. The Data Collection

Approval of the Schools Division Superintendent was sought prior to the distribution of questionnaires, modules and evaluation sheet. Thereafter, the researcher personally distributed the questionnaires to the respondents. Classmates and friends of the researcher were also instrumental in the retrieval of accomplished evaluation sheets and reading module. An unstructured interview was also done upon retrieval to supplement the necessary data. Furthermore, pertinent data and information which could enhance this endeavor were gathered from other sources such as school heads, teachers, former professors, colleagues and co – teachers.

c. The Data Analysis

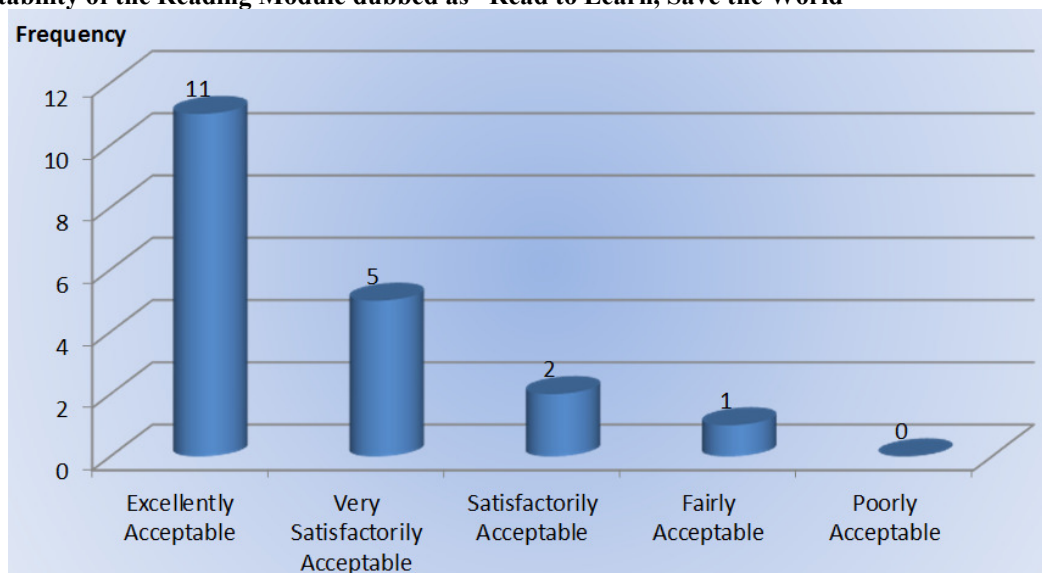
The quantitative method of analyzing data was utilized in this research. This involves frequency counts and percentage to determine the most common answers to the foregoing questions. Score sheets were likewise employed to determine the quality level of the module. Tabular and graphical presentations helped to accurately show the outcome of this piece of work. Moreover, related literatures and studies could be used to support the findings of the research. The previously cited literature could anchor the findings of the endeavor.

VI. Results and Discussion

Instructional materials are aids in the learning process such as pictures, charts, big books, reading modules, concrete objects even the use of multi-media to make teaching practically meaningful and real (Stariba) [1] .

Graph 1

Acceptability of the Reading Module dubbed as “Read to Learn, Save the World”



In the study of Mendoza [2], this refers to the teaching aid she used to determine the reading level of the Grade V & VI multigrade pupils in Barcelona District, Province of Sorsogon. The reading level includes literal, interpretive, critical and applied level of reading.

The above graph features the responses of the respondents as to the acceptability of the reading module entitled “Read to Learn, Save the World”.The said reading module was developed by the researcher as an output to an action research conducted in the City Division of Sorsogon for S.Y. 2013-2014. It was used in the in the

teaching –learning process to determine its usability and adoptability in terms of content, style and instructions. These standards were in accordance to guidelines of the Department of Education relative to instructional material development and utilization before it can be approved by the Schools Division Superintendent for future reference.

It reveals primarily that 11 out 19 or 58% thereabouts of the respondents said that the reading module was “excellently acceptable” in terms of usability and adoptability with great considerations on its content, style and instructions. This would clearly presuppose that the reading module is excellently acceptable to the majority of respondents. This turn-out could be attributed to the local selections such as fiesta celebrations, scouting etc. infused thereto which, in the process, established connection to the pupils; thus able to comprehend the content of the lesson.

On this note, Ozdemir [3] stressed that reading is fundamental in getting knowledge as all the lessons and learning activities are mostly based on the power of comprehensive reading; indeed, it is really necessary to read comprehensively. In addition, reading comprehensively really affects a learners’ education and his life as a whole. Learning in any lesson depends on understanding of the learning instrument of that lesson; thus, a learner who cannot read comprehensively finds it difficult for him/her to be successful in his or her lessons. Nonetheless, shown also in the foregoing graph is the 26% of the respondents with a frequency of 5 who categorized the reading module as “very satisfactorily acceptable”. Two (2) of the respondents judged the instructional as satisfactorily acceptable while 1 responded “fairly acceptable”.

Table 2.A
Quality Level of the Reading Module in Terms of Content

CRITERIA	MEAN SCORE	DESCRIPTIVE LEVEL
1. Content reinforces, enriches, and leads to the mastery of certain competencies for the level and subject it was intended.	4.33	Very Satisfactory
2. Facts are accurate and there is clear and meaningful connection between all concepts. Every information carries weight.	4.78	Excellent
3. Information provided is up-to-date.	4.60	Excellent
4. Language is appropriate for the level of the target user specified.	4.85	Excellent
5. Visuals are clear in content and detail.	3.90	Very Satisfactory
6. Typographic lay-out is well-organized, pleasing and supports the concepts printed.	4.36	Very Satisfactory
7. Size of the letters is appropriate for the target audience.	4.73	Excellent
8. Visuals are relevant to the topic.	4.67	Excellent
9. Assessment complexity matches learning content supplied.	3.87	Very Satisfactory
10. Assessment answers are accurate and comprehensive	3.20	Satisfactory
11. Learning activities are user friendly.	4.60	Excellent
12. Example provided are relevant and based simulated work environment.	5.00	Excellent
13. Source references can be verified and identified.	3.00	Satisfactory
14. The learning outline includes baseline data to complete post M & E activities.	4.00	Very Satisfactory
15. The package is cost effective for training and implementation purposes without losing quality outcomes.	5.00	Excellent
	$\Sigma/n=$ 4.326	Very Satisfactory

Delineated in table 2.a is the quality level in terms of content of the reading module. The content has to do with enrichments activities, facts included, up- to- date passages, clarity of visuals, lay-out, references etc. which ought to be found in order for the instructional material to be of high quality and worth reproducing.

Reflected too in the above table are the mean scores and its corresponding quality level as described by the respondents. Noticeably, out of the 15 criteria for content, eight (8) got a quality level of “excellent” with a mean score ranging from 4.60 to 5.00. Moreover, there are five (5) criteria which obtained a quality level of “very satisfactory” while only one (1) of the 15 standards was classified “satisfactory”.

The over-all total mean score of 4.326 in terms of content of the material reached the “Very satisfactory level”. This would imply that the instructional material was used by the respondents in the teaching –learning process successfully. Pupils possibly were able to carry – out the objective per lesson with ease without having to prejudice the performance level and purpose of the lesson. They probably were able to establish connections to the instructional material since passages and pictures are localized. Experiences such as scouting, cultural, environmental and local social issues were deemed bridges to ignite the prior knowledge of the pupils.

These findings seem to equate with the view of Redondo [10] who claimed that those students, who have lack of cultural knowledge about the target language, can enhance their reading comprehension ability by being taught explicitly the cultural knowledge of target knowledge. Students can perform better if prior knowledge and topic interest is higher than students whose topic interest and background knowledge are low. The background knowledge and topic interest show a significant role to understand the information given in texts.

Table 2.B
Quality Level of the Reading Module in Terms of Style

CRITERIA	MEAN SCORE	DESCRIPTIVE LEVEL
1. The grammatical structure is correct and appropriate.	4.95	Excellent
2. The materials adhere to LRMDs standards	4.33	Very Satisfactory
3. The material has been designed and caters to the different adult learning styles such as: visual, auditory, kinesthetic or VAK	4.65	Excellent
4. The illustrations are simple and interesting and properly labeled.	4.50	Excellent
5. Links are clearly stated and references are correctly cited.	4.85	Excellent
6. The material id well formatted and consistent and correct NEAP template used are available.	3.65	Very Satisfactory
7. Abide with intellectual and copyright laws	4.00	Very Satisfactory
8. Permission has been obtained for materials that have been adopted from the other sources.	3.25	Satisfactory
9. The materials considered are of high quality	4.29	Very Satisfactory
10. Material is free of ideological, cultural, religious, radical and gender biases and prejudices.	4.60	Excellent
11. Resource does not conform or embarrass learners in any form such as invade learners' privacy, indiscriminately confront cultural beliefs etc.	5.00	Excellent
$\Sigma/n=$		4.37
		<i>Very Satisfactory</i>

Furthermore, clearly presented in table 2.b are the quality standards in terms of style of the reading module. It specifically involves grammar, VAK applicability, illustrations, clarity of links and references, adherence to copyright laws, cultural and religious prejudices, and privacy matters.

Interestingly, in can be noted that out of the eleven (11) criteria for style of the instructional material developed, six (6) of which advanced to the “excellent” quality level, with mean scores ranging from 4.50, 4.60, 4.65, 4.85, 4.95 and 5.00, respectively. This is an indicative of the high quality level of the reading module. The respondents considered the boon side of the instructional material in the day to day conduct of their lessons. In the process, it improved their pupils’ grammar prowess, critical thinking skills, and linguistic competence without having to put their clienteles at stake to the extent that the material took into account cultural and religious beliefs’ reverence. The percentage of reader pupils improved as claimed by the respondents during the post-test reading assessment for S.Y. 2014-2015. These pupils are those who could answer up to the critical questions of reading level.

The foregoing findings paralleled to the idea of Alcantara [7] who posits that students can actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Students will also be able to identify literary devices and their effect on the text. Having critical thinking skills help to deepen a student’s comprehension of a text, resulting in a positive reading experience.

Likewise, according to Villamin [8] there are four levels of comprehension. The first level is the literal which means reading lines, getting the information drift, answering questions on: who, what, where and when. The second level is the interpretive or reading between the lines, combining information and making inferences and comprehending them. In this level, the reader will answer the how and why questions. The third level is the applied or reading beyond the lines, using information to express opinion and form ideas and involves application. The fourth level is the critical level where the reader will answer an open-ended question regarding the behavior of the minor or major character and the style of presentation.

Highlighted also in the aforecited table are the findings that 4 out of the 11 criteria got a score of 3.65, 4.00, 4.29 and 4.33 which are all classified under “very satisfactory level” in terms of style of the module. Finally, only one (1) criterion falls under “satisfactory” quality level.

In the long run, the over-all score of the instructional material is 4.37 with a descriptive level of “Very satisfactory”. This implies that the module transcended the criteria and standards for quality and applicability of the material.

Table 2.C
Quality Level of the Reading Module in Terms of Instruction

CRITERIA	MEAN SCORE	DESCRIPTIVE LEVEL
1. The purpose, process and outcome have been clearly stated.	4.85	Excellent
2. The learning objectives have been made clear to the learners.	4.93	Excellent
3. The program has accompanying facilitation guide, instructions and user guide.	4.65	Excellent
4. The program has accompanying feedback and evaluation form.	2.50	Satisfactory
5. The materials can be easily and independently use.	4.85	Excellent
6. The learning activities provide opportunity for participants to obtain feedback either within or outside the program.	3.55	Very Satisfactory
7. The materials can be used without direct involvement of the developer.	4.60	Excellent
8. The learning activities support the goals and objectives	4.20	Very Satisfactory
9. The program and activities help participants plan what they will do upon returning to their work place.	4.29	Very Satisfactory
	$\Sigma/n=$ 4.27	Very Satisfactory

A well- defined instructions as for the researcher play a pivotal role in order for any instructional to achieve its very purpose of creation, otherwise, it undoubtedly will defeat its implied intention of helping the clientele improve its linguistic competence upon using the instructional material. These instructions should include the consistency of the objective down to evaluation, guide on how to use the material, evaluation forms for feedback gathering and will help improve the totality of the end users.

Fortunately, these are all present in the instructional material developed by the researcher. Thus, as presented in table 2.c five (5) standards obtained a descriptive quality level of “excellent”, with scores of 4.60, 4.65, 4.85 and 4.93, respectively. Moreover, there are three (3) criteria which the reading obtained a score of 3.55, 4.20 and 4.29. These standards fall under “very satisfactory” quality level in terms of instructions. The general score insofar as instructions are concerned is 4.27 with “very satisfactory” descriptive quality level.

These turn-out have relevance to the statements of Sunday et. al., [11], instructional materials are entertaining at the same time educational and can cater to the different senses. This is one way of motivating the class to participate during the discussion. IM’s are vital to the teaching - learning process.

Similarly, Malone [12] stresses that literacy can only be maintained if there is an adequate supply of reading materials. Teaching and learning cannot be effective without adequate and relevant use of instructional materials. Many respondents forcefully mean that if the government is to achieve the long yearned quality education, then by all means, provide them ample IM’s and trendy facilities plus supportive stakeholders, they too will provide their fair share of molding our clientele.

Similar opinion is aired by Dekker et al. [13] who posit that with limited books or LM’s available for most of the 170 languages of the Philippines, materials development appears a daunting task. Books are one of the most needed materials in the learning process of the pupils. Teaching and learning cannot be effective without adequate and relevant use of instructional materials.

VII. Conclusion and Recommendation

Based on the findings of the study, the following conclusions were drawn: (1) The developed instructional material for reading is highly acceptable. (2.a) The quality level in terms of content is very satisfactory. (2.b) The quality level in terms of style is very satisfactory. (2.c) The quality level in terms of instructions is very satisfactory.

In the light of the findings, the following recommendations are given: (1) Reproduction of the developed instructional in reading be done to partially if not totally solve the issues on instructional scarcity. (2) Submission of the copyrighted instructional material be furnished the Library Hub of the City Division of Sorsogon for future reference; and lastly, (3) Trainings on instructional material development be conducted not just in English but also to other subjects. This will provide room for improvement of both teachers and students.

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